

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Everest heroes honoured
in Nepal –
13 February 2008



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BBC Learning English – Words in the News

Everest heroes honoured in Nepal – 13 February 2008

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Level: Intermediate and above

Topic: The closest airport to Mount Everest has been renamed to honour the first two men known to have climbed the mountain.

Language: Vocabulary of a news report

Aims:

Reading skills	– Understanding a short news report
Language skills	– Using apostrophe -'s
Writing skills	– Creating an anti-littering poster

Materials:

Worksheet 1	– Comprehension questions
Worksheet 2	– Vocabulary matching task
Worksheet 3	– Grammar/language focus – apostrophes

News story – Available online at:

http://www.bbclearningenglish.com/newsenglish/witn/2008/02/080213_nepal_airport.shtml

Preparation: Before the lesson, make enough copies of worksheets 2 and 3 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations to make a matching exercise. Students also need one copy each of worksheet 1.

If possible, bring some pictures from magazines or the internet of anti-littering campaigns to use in the fluency activity at the end of the lesson.

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LESSON STAGES

A Stimulate student interest in text

Ask students to match the famous people or animals with the things they were the first to do.

Person or animal	Activity
The dog Laika was	the first mammal to be cloned from DNA
The Russian Yuri Gagarin was	the first people to climb Mount Everest
The sheep Dolly was	the first living creature to orbit the Earth
The Nepalese Sherpa, Tenzing Norgay and the New Zealander, Sir Edmund Hillary were	the first person to go into space

Answers:

Person or animal	Activity
The dog Laika was	the first living creature to orbit the Earth
The Russian Yuri Gagarin was	the first person to go into space
The sheep Dolly was	the first mammal to be cloned from DNA
The Nepalese Sherpa, Tenzing Norgay and the New Zealander, Sir Edmund Hillary were	were the first people to climb Mount Everest

Ask students if they would like to be the first to do something like go into space or climb Mount Everest. Why/why not?

B Pre-teach essential vocabulary

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working together in small groups and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge.

When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

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the purists

people who believe in and follow very traditional rules or ideas in a subject (here, traditional mountain climbers would only arrive in Nepal by walking, not by plane)

lands

returns to the ground (after flying)

a runway

the strip of land that a plane uses when it arrives at and leaves from an airport

slopes steeply upwards

leans or rises up at a very sharp or steep angle

joint first conqueror of Everest

Edmund Hillary and Tenzing Norgay were together the first people ever to successfully climb to the top of Mount Everest

a motor for

a source of energy for something, made something happen

henceforth

from now on

Sherpa

a member of a Himalayan ethnic group who is skilled at mountain climbing. Sherpas are often employed as guides by visiting climbers

As much as anything

One of the main aspects is

a tribute

in praise of, a way of celebrating and highlighting something

current trends are not halted

the way that most people (here, British people) are behaving continues

C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy the boardwork into their notebooks.

Boardwork:

the purists

lands

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a runway

slopes steeply upwards

joint first conqueror of Everest

a motor for

henceforth

Sherpa

As much as anything

a tribute

D Set a skimming question

Tell the students they are going to read a text about an airport near Mount Everest in Nepal. Put this question on the board:

Nepal is going to:

- A. get a new airport in Lukla
- B. give its airport in Lukla a new name
- C. name its airport in Lukla the Prithvi Subba Gurung Airport

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the question. They do not need to understand the details of the text to answer it.

E Check answers

B - give its airport in Lukla a new name. Paragraph 3 says '... it (the airport) will henceforth be known as Tenzing Hillary Airport'.

F Set specific information questions

Hand out worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

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G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson). In small groups they match the correct word with the right definition.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

J Language focus: Apostrophes

Ask students to find all the phrases in the article which contain apostrophes (there are seven). Write them on the board.

Paragraph 1

most visitors' first experience
Nepal's spectacular Everest region
It's a dramatic introduction

Paragraph 2

And it's been a motor for

Paragraph 3

Nepal's tourism minister
Hillary's climbing partner
it's a tribute

Ask the students to say why an apostrophe is used in each example, and why it is placed after the 's' in the phrase 'most visitors' first experience'.

Notes:

1. Apostrophe -'s is used in contractions of two-word phrases in which the second word is 'is' or 'has':

It's a dramatic introduction – It's = It is

And it's been a motor for – it's = it has

it's a tribute – it's = it is

he is = he's

she has = she's

2. Apostrophe -'s is also used to show possession, especially for people or animals:

Nepal's spectacular Everest region

Nepal's tourism minister

Hillary's climbing partner (not 'the cage climbing partner of Hillary)

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3. With plural nouns, the apostrophe is placed after the plural 's' – it is not necessary to use a second 's':

most visitors' first experience (more than one visitor)

The boys' toys (more than one boy)

The boy's toys (only one boy)

The teachers' pens (more than one teacher)

The teacher's pens (only one teacher)

4. For plurals which do not end with 's', use apostrophe –'s:

The children's toys

Women's clothes

5. Apostrophe –'s (or s' with plurals) can also be used with time expressions;

I have three weeks' holiday in June

Yesterday's paper is in the kitchen

6. Apostrophe -'s can be used with groups of people:

The team's final game

The government's decision

Then use worksheet 3 to focus on these apostrophes.

K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

L Follow-up activity: Writing

Bring students' attention to these sentences from Worksheet 3:

By 1985, Hilary and Norgay belonged to a group of hundreds of people who had reached the mountain's summit.

In a few week's time, 45 people will have reached the top of Everest in the same day, including one couple getting married there.

Ask students what impact (positive and negative) so many people climbing up Mount Everest might be having on the mountain and the surrounding areas (positive - bringing money into the area, providing employment for local people and negative – increasing litter and increasing air and traffic pollution).

Tell them they are going to design a poster to encourage people to look after Mount Everest better. Show students some examples of environmental awareness/anti-littering posters/campaigns from the internet, newspapers, magazines, government sources, airlines etc. Elicit what information is common to all these posters and campaigns (description of

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the issues/ how you can prevent adding to the problem / how you can get more information etc).

Tell students they are going to create their own anti-littering poster (with words and pictures) to be put up in hotels and travel agencies in Nepal. When they have finished, they will have a vote on the best poster.

Put students into small groups to create their posters. Encourage them to think about their audience. Who is this poster for? Children, adults, tourists, serious mountaineers or holiday makers who like to climb?

Give them 5 minutes to brainstorm ideas and 5 - 10 minutes to write and draw their posters.

Circulate, while they are working, giving help with grammar and spelling, if necessary and unobtrusively making notes of any errors you hear.

M Feedback

Collect the students' work. If possible, stick it up where everyone can see it. Ask students to look at each poster. Have a class vote to decide on the best one.

Give praise for content (e.g. which one had the best art work, which one had the best anti-littering suggestions). Give praise for correct English you read. Give feedback on incorrect language you heard. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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STUDENT WORKSHEET 1

COMPREHENSION QUESTIONS

Are the following sentences true or false?

1.	Everyone who visits the Everest area arrives by plane.	T/F
2.	It's easy for pilots to fly planes into Lukla airport.	T/F
3.	Sir Edmund Hillary climbed up Everest alone.	T/F
4.	The airport helped establish and promote hospitals, schools and hotels in the area.	T/F
5.	The airport's new name celebrates the two men who first climbed Everest.	T/F
6.	The two men rarely saw each other after they had climbed Everest	T/F

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STUDENT WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions.

1.	the purists	A.	a source of energy for something, made something happen
2.	lands	B	leans or rises up at a very sharp or steep angle
3.	a runway	C.	a member of a Himalayan ethnic group who is skilled at mountain climbing. Sherpas are often employed as guides by visiting climbers
4.	slopes steeply upwards	D.	people who believe in and follow very traditional rules or ideas in a subject (here, traditional mountain climbers would only arrive in Nepal by walking, not by plane)
5.	joint first conqueror of Everest	E.	in praise of, a way of celebrating and highlighting something
6.	a motor for	F.	the strip of land that a plane uses when it arrives at and leaves from an airport
7.	henceforth	G.	from now on
8.	Sherpa	H.	returns to the ground (after flying)
9.	As much as anything	I.	One of the main aspects is
10.	a tribute	J.	Edmund Hillary and Tenzing Norgay were together the first people ever to successfully climb to the top of Mount Everest

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STUDENT WORKSHEET 3

APOSTROPHES

Rewrite the words in *italics* so that the new sentences contain an apostrophe -'s.

1. He stuck *the flag of his country* in the ground at the top of the mountain.

2. Dignitaries from around the world attended *the funeral of Sir Edmund* in New Zealand.

3. *The families of both the mountaineers* were good friends with each other.

4. Most Nepalese people are proud of *the decision of the government* to rename the airport.

5. By 1985, Hilary and Norgay belonged to a group of hundreds of people who had reached *the summit of the mountain*.

6. *The teachers and pupils of Khumbu high school* are devoted to Edmund Hillary.

7. The *equipment which belonged to the pair* was stored in *the tent which belonged to Norgay*.

8. 45 people will have reached the top of Everest in the same day, including one couple getting married there, *after a few weeks have passed*. (Use 'time)

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ANSWER KEY

STUDENT WORKSHEET 1

1. **False** – Paragraph 1 says, 'Except for the purists who walk all the way in from the nearest road-head, most visitors' first experience of Nepal's spectacular Everest region is the airstrip at Lukla'.
2. **False** – Paragraph 1 says, '... the plane has to drop down almost vertically between the mountains and then lands on a runway which slopes steeply upwards'.
3. **False** – Paragraph 2 says, 'It was ... the New Zealand joint first conqueror of Everest Sir Edmund Hillary'.
4. **True** – Paragraph 2 says, '... it's been a motor for the development of health, education and tourism in the area'.
5. **True** – Paragraph 3 says, '... it will henceforth be known as Tenzing Hillary Airport, also commemorating Hillary's climbing partner, the Nepalese Sherpa Tenzing Norgay'.
6. **False** – Paragraph 3 says, '... it's a tribute to the friendship between the two men and their families, which remained strong, with Sir Edmund visiting Nepal regularly until the end of his life'.

STUDENT WORKSHEET 2

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. D | 2. H | 3. F | 4. B | 5. J |
| 6. A | 7. G | 8. C | 9. I | 10. E |

STUDENT WORKSHEET 3

1. He stuck *his country's flag* in the ground at the top of the mountain.
2. Dignitaries from around the world attended *Sir Edmund's funeral* in New Zealand.
3. *The mountaineers' families* were good friends with each other.
4. Most Nepalese people are proud of *the government's decision* to rename the airport.
5. By 2008, Hillary and Norgay belonged to a group of hundreds of people who had reached the *mountain's summit*
6. *Khumbu high school's teachers and pupils* are devoted to Edmund Hillary.
7. *The pair's equipment* was stored in *Norgay's tent*.
8. *In a few weeks' time*, 45 people will have reached the top of Everest in the same day, including one couple getting married there.

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The government of Nepal has renamed the closest airport to Mount Everest to honour the first two men known to have climbed the mountain, Tenzing Norgay and Sir Edmund Hillary. The two explorers achieved their feat in May 1953. This report from Charles Haviland:

Except for **the purists** who walk all the way in from the nearest road-head, most visitors' first experience of Nepal's spectacular Everest region is the airstrip at Lukla. It's a dramatic introduction, as the plane has to drop down almost vertically between the mountains and then **lands** on **a runway** which **slopes steeply upwards**.

It was actually the New Zealand **joint first conqueror of Everest** Sir Edmund Hillary, who died a month ago, who inspired the building of the airstrip in the 1960s. And it's been **a motor for** the development of health, education and tourism in the area.

Now Nepal's tourism minister, Prithvi Subba Gurung, says it will **henceforth** be known as Tenzing Hillary Airport, also commemorating Hillary's climbing partner, the Nepalese **Sherpa** Tenzing Norgay, who died in 1986. **As much as anything** it's **a tribute** to the friendship between the two men and their families, which remained strong, with Sir Edmund visiting Nepal regularly until the end of his life.

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